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ABSTRACT

This report reviews needs of high school age migrant youth, provides an overview of existing programs/strategies that address these needs, and offers recommendations for improvement of secondary programs for migrants. The report discusses affective, cognitive, program, counseling, and community needs and illustrates needs of four hypothetical migrant students. Descriptions of existing programs serving students directly include counseling, credit accrual, tutoring, extended programs, special summer programs, work experience programs, and postsecondary programs. Descriptions of services to school systems include policies responsive to migrant student needs, innovative teaching ideas, staff development, role models, and parent involvement programs. Descriptions of system changes at regional/state and interstate/national levels include funding allocations, service models, model programs, advocacy, technical assistance, and information dissemination. Recommendations for program improvement include establishment of counseling plans, use of needs assessments, career experience programs, improved migrant staff effectiveness, parent education, improved identification/recruitment of late arrivals and dropouts, use of Migrant Student Record Transfer System, increased funding, district policies for special needs, increased options for credit accrual, consistent data gathering methods, revised age/grade placement policies, and transitional projects for higher education opportunities. An eight-page bibliography is included, and extensive footnotes provide contact names/addresses for specific programs and other relevant information. Appendices provide addresses of program locations and state directors of migrant education. (LFL)

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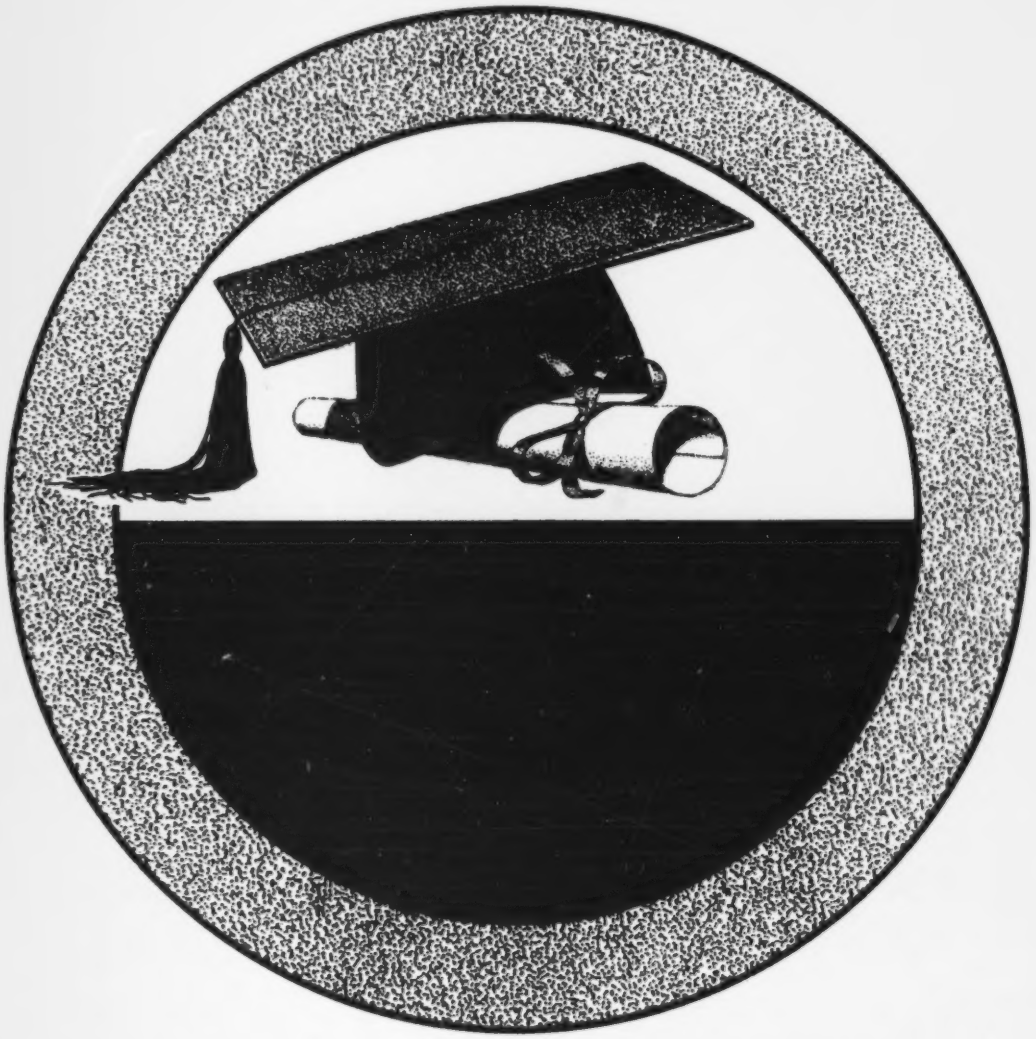

MIGRANT STUDENTS AT THE SECONDARY LEVEL:

ISSUES & OPPORTUNITIES FOR CHANGE

U.S. DEPARTMENT OF EDUCATION
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Migrant Students at the Secondary Level:

Issues and Opportunities for Change

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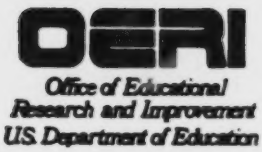

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PREFACE

Migrant Education has been at the forefront of program development for special needs groups. Since its development, Migrant Education has strived toward excellence and equity in the delivery of services to migrant students nationwide. Achieving excellence in education means helping students, including migrant students, to reach their potential. In order to achieve excellence, however, migrant students must have equity in the educational system. Therefore, successful projects have been developed in basic skills remediation, experiential education, language development, career education, peer tutoring models, student advocacy, interstate communication, community involvement, and parent education.

This report reviews the needs of high school age migrant youth; analyzes data on the needs of these students; provides an overview of existing programs and strategies to meet these needs; reviews solutions in terms of student change and system change at the school/district levels, regional/state levels, and interstate/national levels; and offers recommendations for the improvement of secondary programs for migrants on local, state, and national levels. The authors hope that through this report migrant educators and support staff will find new ideas to assist migrant students and their families to gain both equity and excellence in their education.

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INTRODUCTION

This report:

1. reviews the needs of high school age migrant youth,

2. provides an overview of existing solutions that address these needs and,

3. offers recommendations for the improvement of secondary programs for migrants on local, state, and national levels.

Migrant Education is at the forefront of program development for special needs groups. Successful projects have been developed in basic skills remediation, experiential education, language development, career education, peer tutoring models, student advocacy, community involvement and parent education. Too often, however, effective programs are not adequately documented and promoted to legislators and decision-makers...or to other migrant educators.

"Migrant Students at the Secondary Level" analyzes data on the needs of migrant students, examines programs and strategies to meet these needs, and recommends future directions. This report also strives toward the continued pursuit of excellence and equity in the delivery of services to migrant students nationwide.

AN HISTORICAL OVERVIEW OF MIGRANT EDUCATION

Public sentiment for the plight of migrant populations has waxed and waned with economic fluctuations in our country and with political/economic disturbances abroad. Many immigrant groups originally entered American society as migrant laborers. Other families joined the migrant streams as a result of economic depression.

Historically, public schools served local resident populations and often did not consider migrant children to be eligible for service. Occasionally, labor camps or "plantations" had their own schools, sometimes provided by religious organizations who also provided support and health services.[1]

The 1954 Supreme Court decision that racially segregated schools were inherently unequal (Brown vs. the Board of Education of Topeka, Kansas) changed the emphasis and intent of education in America. Neglect of minority groups was no longer permissible; the courts had mandated equal educational opportunities for all children.

However, migrancy, transiency, and the special health and social needs of migrant children seemed insurmountable to local schools. Ethnic and racial differences often contributed to the view that these children were inaccessible and not the responsibility of the public school system.

In 1960, the film Harvest of Shame[2], narrated by Edward R. Murrow, shocked the nation by exposing conditions among migrant laborers that most people believed were not possible in this country. Private citizens and religious groups responded with assistance to migrant workers and with increased lobbying efforts for government action.

In 1964 the first National Conference on Migrant Education convened in St. Louis, Missouri. Also in that year the first grant for migrant

activities was made by the EOA (Economic Opportunity Act) to develop a plan for services to migrant children.[3] In 1965, the Federal Title I Elementary and Secondary Education Act (E.S.E.A.) was passed, providing federal assistance to help schools to provide extra service to the economically or educationally disadvantaged.[4]

When this funding was approved, it was assumed that all disadvantaged children would be reached and served. Nearly all migrants were eligible for services under Title I funds; however, it quickly became evident that schools were not using the funds to reach migrant children. Various advocacy leagues spoke for these children, lobbying for an amendment to Title I which was enacted in 1966 to create a national migrant education program.[5]

A 1968 Nashville, Tennessee publication, First Come Love and Understanding, describes the effects of teacher awareness education.

> . . . teachers know now why students' hands are often scratched and bleeding during grape season, why so many arms and legs are covered with infected sores. They know why students start disappearing from their classes in October and November when the families move on to follow the crops farther south during the winter. They know why some children have been enrolled in as many as six or eight different schools one year. . . .
>
> . . . the dropout rate was high beginning at the seventh grade because the children were old enough to start working then and some of them had to work.[6]

Most teachers confronted with these conditions were at a loss to provide assistance. Those who did attempt to assist were affronted by students' unannounced departures to move elsewhere. Thus children of migrant farmworkers continued to be among the segments of the population most difficult to educate.

Because of the particular difficulties in serving these students, the Migrant Education Program regulations include provisions that are not found in other acts serving special populations. Some of these provisions require that the Migrant Education Program ensure:

- comparable access
- parent involvement
- interstate/intrastate coordination
- interagency coordination
- migrant services as supplemental to all others.[7]

In general, however, the delivery model used for Title I programs became the primary model for Migrant Education services. Teacher aides provided tutoring assistance in the classroom or outside the classroom. Programs in most states provided supplementary services to meet health, community and parent education needs and many states initiated pre-school programs. Interstate communication was formalized in 1972, with the establishment of the Migrant Student Record Transfer System (MSRTS), a data bank facility headquartered in Little Rock, Arkansas. This system was designed "to provide school districts enrolling migratory children with rapid transmittal of pertinent general, health and academic data for each migratory child."[8] Classroom teachers were trained and bilingual teachers and aides were recruited where appropriate. Materials were developed for classroom teachers on cultural awareness and understanding; programs for students promoted increased self-esteem and positive cultural identity. Improvement was seen in academic achievement and increased school attendance.[9]

The vast majority of these programs limited their services to the elementary schools for several reasons: (1) educators were familiar with methods of delivery for supplementary services at the elementary level; (2) the structure for delivery was already in place; and (3) there were apparently no migrant students attending school at the secondary level.

Some programs assisted with attendance counseling to try to improve attendance at both elementary and secondary levels:

> In the early sixties every child entering the first grade in Leflore County had only a 50-50 chance of reaching the third grade.
>
> . . . the (attendance counseling) program was expanded during the 1971-72 school year to include high school students. During the first year. . . .the number of high school dropouts was reduced by 26%. . . .These figures represent only those children who were enrolled and who later quit school.[10]

The above study did not include children who had never attended high school.

In-school services at the secondary level included aide assistance in basic skills remediation, assistance with coursework, and English as a Second Language (ESL) instruction. Some migrant programs provided ESL teachers and supplementary health and social services.

By the late 1970's migrant programs were well established. Migrant administrators began asking these questions: What activities conducted by the migrant program are most effective? How can the migrant program provide necessary services to migrant students without supplanting the role and obligation of the school or other federal/state/community agencies? They began adjusting their services to supplement other state and federal programs as well as the base program.[11] Migrant staff assisted schools in implementing other mandates that affected migrant children (such as state required language testing) and in seeking funding that would benefit the migrant population (e.g., federal and state bilingual funds).

Methods of needs analysis changed. Rather than assessing the needs of the general migrant populations, individual student needs and school needs were analyzed. The services that a child was receiving from other

sources were considered in determining the distribution of migrant services. This change in needs assessments revealed that very few supplementary programs were available to migrant students at the secondary level. Migrant students did not have equal access to high school base programs such as counseling, team sports, clubs, and career education. In contrast to the fairly comprehensive services provided to elementary school students, migrant secondary students were being subjected to the "sink or swim" approach to survival. "The unfortunate historical fact is most migrants sink."[12]

In response, migrant educators have gradually increased services at the secondary school level. Advocacy for these secondary school students is crucial. The increased numbers of students enrolled in high school and their improved attendance indicate that more students than ever are trying to graduate.[13] However, dropout statistics underscore the fact that still more attention, energy, and service must be provided to the secondary aged migrant student.

In the last 20 years, the identified migrant student population has grown throughout the United States. The need for appropriate services for migrant secondary students increases as more students reach high school. Migrant education has helped the public education system to serve more migrant students than ever before; the next step must be to help serve these students more successfully.

THE PROBLEM: MIGRANT DROPOUTS

Migrant youth have the lowest graduation rate of any population group identified in our public school system[14] and the rate of completion of post-secondary educational programs is correspondingly grim. According to 1980-81 MSRTS enrollment statistics, five times as many migrant students are enrolled in the second grade than in the twelfth grade nationwide. The graduation rate for migrant students consequently is estimated to be between 10% and 20%.[15] Students who do not stay in school to graduate are called dropouts, although in reality some of them may be "pushouts" or "leftouts." The Assembly Office of Research (California) defines school dropout and potential dropout:

> 'Dropout' means a person who voluntarily or involuntarily withdraws from elementary or secondary school enrollment before completing his or her regular high school diploma requirements, including persons excluded from school by expulsion or suspension, GED graduates, or overage persons, but excluding persons transferring to another school (public or private) in the same district, and persons moving out of the district or becoming deceased.
>
> 'Potential dropout' means an elementary or secondary person suspected of withdrawing from school enrollment prior to earning a regular high school diploma as is evidenced by 69% or less average monthly attendance, including truants, long-term ill persons not receiving an Independent Study Program, and underachieving persons.[16]

DROPOUT RATES

Dropout statistics, which vary dramatically, have been researched in most states and nationally. According to the U. S. Department of

Education, the 1982 national average graduation rate was 72.8%. . .a 27.2% dropout rate.[17] However, the average dropout rate for the three states with the highest migrant populations (California, Florida, and Texas) exceeds 32.5%.[18]

Measuring dropout rates for migrant students is a difficult arrangement. A "migrant student" enrolled in the Migrant Student Record Transfer System (MSRTS) may not continuously have migrant status. A student ceases to be a "migrant" if his/her migrant status expires, making longitudinal surveys difficult. In addition, mobility, one criterion for migrant status, makes accurate unique counts of migrant students almost impossible.[19]

Using MSRTS data, Exotech Systems, Inc. (1974) concluded that the average migrant student had a 40% chance of entering 9th grade, an 11% chance of entering 12th grade and that fewer than 10% would graduate from high school (a 90% dropout rate).[20]

In 1979, the Texas Education Agency Migrant Division sponsored a follow-up study of Mexican American migrant students who were in the sixth grade in 1972. School records and personal interviews provided data indicating a 73% dropout rate.[21]

A pattern of attrition also can be seen in enrollment data available from regional surveys and from the MSRTS. Data provided on MSRTS enrollments in 1981 revealed that only 1/3 as many students are enrolled in the four years of high school as enrolled in the four years from grades K-3.[22]

A Connecticut survey by Carol Gilchrist (funded under Section 143, ChapterI M) upholds the conclusions developed from MSRTS data:

> Although almost three times more migrant students than four years ago are now staying in school until graduation, the current 12th grade class is still only one-quarter the size of the 8th grade class. More than 20% of the students drop

out of school each year. Most leave in the 9th and 10th grades.[23]

If it is difficult to count migrant children in high school, it is even more difficult to count them after they graduate from high school and are no longer served by the migrant education program. Evidence of completion of post-graduate educational programs by migrant students is based primarily on data concerning Hispanics. Data indicate that Hispanic students rate lower than either blacks or whites in numbers of: graduating from high school, entering college, completing college, entering graduate or professional schools, and completing those programs. At each stage, proportionately more Hispanic students are lost, resulting in less than 1% of the doctorates in the country being awarded to Hispanics.[24] Although approximately 80% of migrant students are Hispanic, the statistics for the total Hispanic population would be even higher than those for migrant students. This is demonstrated by the following example: 55% of Hispanic students graduate from high school, while approximately 15% of migrant students graduate from high school.[25]

REASONS FOR DROPPING OUT

Although variables make precise analysis of dropout rates difficult, extensive research is available on the reasons why students drop out. ERIC (Educational Resources Information Center) provides over 20 entries on migrant dropout studies through its search services. Most of these studies involve questionnaires or surveys that assess students' reasons for dropping out.

A 1979 Texas Education Agency study found five factors that correlated strongly with quitting school. Students who had little involvement in extracurricular activities, who had poor grades, who migrated extensively, who disliked school and who felt they were poorer than other students were most likely to drop out."[26]

The Gilchrist study mentioned previously also describes some of the characteristics of migrant students who drop out. These include: ". . . a history of transiency; limited fluency in English; . . . coming from homes where survival is often the primary concern; . . . lacking self assurance, support and clarity about goals; . . . being older than their peers."[27]

A study by Ira Nelken and Associates, Inc., isolated financial pressures, poor attendance, lack of family support (as perceived by the students), and few siblings who had completed high school as factors distinguishing dropouts from graduates.[28]

The following excerpt from Work-Study Programs for Potential Dropouts (New York State Department of Education, 1965) ranks the frequency of certain characteristics in dropouts and provides a predictability model for dropout behavior:[29]

> It was found that roughly 75% of those individual pupils with five or more of the characteristics cited actually became school dropouts. The items predicted male dropouts with greater efficiency than female dropouts.

Rank	Characteristics	Qualifying Condition
1	age	old for grade group (over 2 years)
2	grade retention	retained one or more
3	intelligence	below 90 I.Q.
4	interest in school work	little or none

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5	report card grades	predominantly below average
6	ability to read	2 years or more below grade level
7	parental attitude	negative
8	general adjustment	fair or poor
9	participation in after/out-of school activities	none
10	attendance	chronic absenteeism (20 days or more per year)
11	acceptance by pupils	not liked
12	# of children in family	five or more
13	reactions to school controls	resents controls
14	Mother's education	grade 7 or below
15	parental attitude	vacillating
16	school activities	none
17	Father's education	grade 7 or below
18	Father's occupation	unskilled or semiskilled

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19	health	frequently ill, easily fatigued
20	school to school transfers	pattern of "jumping" from school to school
21	physical size	small or large for age group

Although this study was not limited to migrant students, it corresponds closely to surveys by migrant staff working at the secondary level. These surveys noted that factors of highest significance for migrant students are overageness, peer acceptance, role models, siblings who have graduated/dropped out, and pressures to provide financial assistance for the family.[30]

Some dropout research has explored characteristics of graduates. Those who stayed in school demonstrated some of the following traits: appropriate age for grade; siblings who graduated; normal pattern of grade promotion; successful school experiences; involvement in clubs, sports, and work-study programs; and parental support.[31] Another study defined "school attractors" as: work-study; sports/social; and family support. Defined as "distractors" were family pressures, social or health problems and language needs.[32]

Further information about reasons that students drop out has come from student questionnaires. In response to the question "Why did you dropout?," students replied:

> . . . because I did not like the teachers and the way they talked to you . . . .
>
> . . . I hated school because I couldn't make many friends . . . .
>
> . . . troubles . . . .

. . . work . . . .

. . . because I got married and had a baby and didn't have time for school, but I always wanted to go . . . .

. . . because our family didn't have enough money to buy materials needed for school, also had to work to pay bills, also had to move to where the work was and it's pretty rough starting new schools so often. Sometimes you feel like an outcast being a stranger in so many schools.[33]

Some migrant students are very clear about the reasons they drop out, but many really don't know. Some focus on the last conflict or defeat that sent them away, but cannot analyze the accumulation of negative experiences that might have brought them to that turning point.

There is no doubt that migrant students are dropping out, and that even those who appear successful and graduate are not continuing their education. These dropout studies reveal some of the conditions against which these children struggle to succeed. What surveys don't reveal are the conditions in the secondary school system which, while adequate for resident students, become detrimental to the success of the mobile student. In the following chapter, needs of the students and difficulties imposed by the school system will become evident.

THE NEEDS OF MIGRANT SECONDARY STUDENTS

In its Statement of Congressional Policy the U.S. Congress recognized migrant children's needs and declared its policy . . . .

> . . . in recognition of the special educational needs of children of certain migrant parents, . . . the Congress hereby declares it to be the policy of the United States to provide financial assistance ... to help meet the special educational needs of such children.[34]

No single definitive list exists of the needs of migrant secondary school students. These needs are as varied as the students themselves. However, need must be determined in order to design programs. Understanding the most common and critical needs helps program managers direct their services productively.

The 1976 California Master Plan for Migrant Education summarizes needs which are applicable to both secondary and elementary age migrant students:[35]

1. to compensate for inadequate living conditions . . . .
2. to compensate for a frequently interrupted and itinerant education . . . .
3. to overcome health and nutritional problems which interfere with the educational process . . . .
4. for others to know, understand, and appreciate the nature of their problems . . . .
5. to find acceptance as individuals, as members of an occupational group, and as members of a particular sub-culture . . . .

6. to identify with successful adult role models who are similar in background, culture, and language . . . .

7. for motivation to complete high school education . . . .

8. for personal, vocational and family guidance . . . .

9. to communicate.

10. for common experiences.

11. for relevant opportunities.

12. to be recognized for their potential and creativity.

13. for assistance from the community at large.

Other states, when asked to define migrant student needs and priorities, gave the following responses:[36]

Idaho: "Specifically addressing the dropout rate of secondary migrant students . . ."

Maryland: "Basic skill development emphasizing Oral Language Development, ESL, ESOL, programs and career education."

New Hampshire: "Consistency of educational program and student advocacy."

Pennsylvania: "Dropout prevention and credit accrual."

New Jersey: "Emphasis on secondary school migrant students."

Vermont: "To assure secondary school graduation."

Michigan: "All migrant secondary students will be provided the opportunity to attend school in an effort to earn a high school diploma or its equivalent."

NEEDS SURVEYS

The most common means of determining needs has been to survey migrant staff, parents or students themselves. State and local level migrant staffs, interstate committees, and taskforces have worked to determine the needs of migrant secondary age students. Following is a composite of several lists of needs:[37]

COGNITIVE	AFFECTIVE	BOTH
Academic guidance	Higher expectations	Money problems
Proficiency in reading and writing	Encouragement	Concerned and well trained staff
Appropriate hardware & software (academic)	Peer acceptance	Advisement and counseling
Work-study	Realistic goals	Exposure to broader choices/experiences
Multicultural instruction	Role models	Career opportunities
Consumer skills	Perseverance	Recreational facilities
	Respect for own culture	

Survival skills	Good self-image	Health services
Appropriate school facilities	Parental support	
Political awareness	Community support	
Mentors	Sense of belonging	
Access to program mainstreaming	Housing	
	Coping skills in community	
	Non-discriminatory school policies	
	Transportation	

In addition to cognitive and affective needs is the category of technical needs. Technical needs cannot be controlled by students themselves; instead, the school system must adapt to the child.

AFFECTIVE NEEDS

Surveys of migrant field staff consistently cite more needs of high school children in the affective domain than in the cognitive area. Although unmet cognitive needs may bring about the final failure of a child, school staff perceive affective needs to be at the root of many of these failures.[38]

Repeated experiences of frustration and failure, and lack of acceptance due to mobility have produced low self concept, feelings of isolation and reduced motivation. Studies in the psychology of motivation give some insight as to why migrant children might become discouraged. It is commonly cited that people who are generally

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successful in their efforts need 50% positive reinforcement to continue trying, people who are average in frequency of success need 70% positive reinforcement to continue trying, and people who are not successful need 90% positive reinforcement to be motivated to keep trying.[39]

Unfortunately, most migrant students fall into the "not generally successful" category, and need 90% positive reinforcement. Thus, they need many more experiences with success than are usually found in the high school setting.

Affective needs are both difficult to measure and to meet; for this reason they may be neglected in favor of the easier-to-meet cognitive needs. However, research shows that learning takes place far more rapidly in a supportive, positive atmosphere than in a hostile one. Thus, meeting affective needs may be highly productive, since it also has great impact on the child's cognitive learning ability.[40]

COGNITIVE NEEDS

Cognitive needs are specific practical needs for academic success. To pass courses, migrant students may need remedial assistance, help in developing study skills, or assistance in finding a time to study. They frequently need skills to help them adapt to both the school and to the community. Migrant students also need academic guidance to be sure that they select appropriate courses, and they need career guidance and planning. Often the pressure to contribute financial assistance to the family is great. In this case students need assistance in obtaining jobs or work-study positions to allow them to assist their families while continuing school.

TECHNICAL NEEDS

Technical needs are not really needs of students, but needs of programs. They reflect problems which students encounter and which affect them individually but over which they have no control.

(1) **Appropriate Age/Grade Placement**

When first enrolling in school, migrant students are frequently placed in a lower grade than is appropriate for their age. In subsequent years, migrant students are often retained for reasons such as size, maturity or language limitations. These school retention policies recently have been proven detrimental to all students[41] and are especially harmful to migrant students who must complete school and assist their families as wage earners as quickly as possible. Being overage is presently the highest predictor of dropout behavior among migrant students. More than 99% of students who are one and a half to two years overage dropout before graduation.[42]

(2) **Credit Accrual**

Credit deficiency is the second most common reason for failure to graduate. Students who are severely credit deficient often decide that they (or their families) cannot afford the time it will take to complete graduation requirements.

(3) **Required Coursework**

Senior year students are often surprised to discover that they do not have all the pre-requisites to graduate. Migrant students frequently encounter difficulties because of inadequate knowledge of school requirements, which may vary from district to district.

(4) **State Minimum Competency Tests**

State or district competency or proficiency exams become another stumbling block for migrant students. These tests may vary in each district, making mobility a severe handicap. Some states require minimal levels on comprehensive achievement tests for graduation. Success on these tests depends on high reading comprehension and writing skills, both difficult areas for non-native English speaking students.

To summarize, migrant students frequently need the following kinds of technical assistance:

- policies to prevent unnecessary retention and misplacement;
- programs to combine earning and learning, or which provide financial assistance;
- policies that allow a student to compensate for legitimate absences or mobility;
- means to make up credit deficiencies;
- means to complete partial credit;
- assistance in meeting proficiency test requirements;
- counseling and monitoring to see that appropriate requirements are met.

Assisting migrant students to graduate has been the primary goal of secondary school migrant programs; however, other broader goals are also emphasized by state and local migrant education agencies.

Academic Excellence

Migrant students need to be encouraged to become involved in college preparation activities such as debate clubs and honor societies. In addition, migrant students need to be included in gifted programs. In some cases, they may need to have supplementary programs designed to embellish their life experiences. These special educational experiences are needed since language limitations or earlier school absences may have caused educational gaps, making students ineligible for district gifted programs.

Counseling and Support Toward Post-Graduate Goals

Students need assistance and encouragement to take college preparatory classes and entrance examinations and to apply for college and vocational scholarships, grants, and special programs. They need opportunities to visit college campuses and to talk to college students. Home-school liaisons or advisors can communicate this information to migrant parents. The students should be exposed to and advised of all available post-graduate options.

Access to the Community

Students need to learn to use the community resources available to them for jobs, services, health, and social needs.

Assistance in Personal Development

Students need educational instruction concerning growth, sex education, preventive health care, diet, exercise, and dental care. In addition, migrant students need opportunities to develop better self concept, to express their feelings, and to build skills in communication, leadership, problem solving, planning, futuring, and decision-making.

Access to Other Alternatives

Students should be aware of educational and vocational alternatives both within and outside the school system. More alternative programs need to be developed to assist these students.

Combinations of Needs of the Migrant Child

The challenge of developing programs is compounded by the combinations of needs that are found in every migrant child. These unique combinations of needs produce no easy formulas for serving migrant students. For example:

Example No. 1 - Davinder

Davinder came to the United States when she was 17. She had attended school in India and was given credit for some of her coursework there. She was placed in the sophomore class at a small rural school attended by approximately eight other migrant students. Davinder is the oldest of seven and sometimes is expected to stay home to baby-sit. She speaks no English and there is nó ESL program at the school. All the classes are in English. The only bilingual people in the school are the part-time migrant aide and other migrant students. Davinder must earn three years of high school credits in 2 1/2 years in order to graduate. If she does graduate on time, she will be one year older than her classmates.

What are Davinder's needs? Davinder needs:

- ESL instruction;
- coursework in her first language;
- counseling/role model;
- a method of making up credit;
- involvement in school activities;
- career education.

Example No. 2 - Eduardo

Eduardo leaves his home base each year in mid-May to go with his parents to harvest fruit in another

state. He does not attend school in the receiving state because he is expected to assist his parents in the harvest. The home base school does not award credit for Eduardo's second semester because he misses his exams each year. Thus, he loses one full semester of credit every year. Although he is considered a junior, he only has enough credits to qualify as a freshman. Eduardo speaks English as his second language, has passed the language proficiency test, and is considered to be fully English proficient. However, his low achievement test scores indicate that he may be experiencing limitations in English comprehension. He has failed a history class and a sociology class, both of which required extensive reading. Because of the large number of Spanish-speaking students in his school, Eduardo speaks mostly Spanish among his friends and has not become involved in any school activities.

Eduardo's goal is to become an Air Force pilot, but he has had no counseling toward this goal.

What are Eduardo's needs? Eduardo needs:

- a credit make-up system or a credit completion system so that he will not lose credits every spring;

- partial credit for his work, if he cannot complete his spring credits through credit make-up;

- involvement in school activities so he will feel that he is a part of the school and will have an opportunity to speak English;

- academic assistance to build reading comprehension in English;

- vocational and career guidance to set realistic goals and plan appropriate coursework and future directions.

Example No. 3 - Merced

Merced arrived in the country 9 years ago, at age 10. He was then placed in the second grade, so he is 3 years older than other students in his class. Merced is fully English proficient and has not missed school because of mobility. However, his parents move to work during the summer and he misses summer school. Merced nearly dropped out of school during his freshman year when his father returned to Mexico and he had to help support the family. He will be at least 21 when (and if) he graduates.

What are Merced's needs? Merced needs:

- a credit make-up system so that he can attempt to catch up and finish as quickly as possible;

- proper initial grade placement (if this had been done at the elementary level, it would have prevented him from being older now and under pressure to drop out);

- permission to accelerate (if he is able to earn extra credits, school rules should not restrict him from graduating early);

- work-study as a motivating factor and as a financial relief to his family;

- involvement in school activities;

- an alternative educational program if he still appears likely to drop out due to his age.

Example No. 4 - Tomasa

Tomasa arrived in the United States never having attended school in Mexico; therefore, she could not read or write in her primary language. She is not learning English, despite 1-2 hours a day of ESL instruction. She is the oldest child and her attendance is poor because she must baby-sit frequently. After 2 years at the junior high, Tomasa says she will not go on to high school.

What are Tomasa's needs? Tomasa needs:

- basic literacy in her primary language;

- instruction in her primary language;

- an alternative high school program;

- work-study;

- career/vocational education;

- involvement in school activities;

- more ESL.

These examples provide just a sampling of the complexities of serving migrant secondary level students. Efforts and solutions are needed at every level; students, parents, community, peers, teachers, migrant staff, school staff, administrators, politicians, and legislators all must work together. Addressing the needs of these children is a multi-level, multi-faceted undertaking. Solution of many kinds are required. Fortunately, many effective ones are already available.

SOLUTIONS: MEETING THE NEEDS

There are two categories of service which provide solutions to migrant student needs: services to students and services to school systems. The first effects student change; the second effects system change. Each approach has advantages and drawbacks.

Individual students change when they receive direct services. Migrant staff may provide hands-on-time with students in response to an immediate need to pass a test, to finish homework, or to fill out an application. These services bring immediate results, are measureable, and can make a real difference in the life of a particular student. In addition, they are rewarding to the migrant staff who provide them, because positive results are immediately evident.

System change involves long term alteration in the way that the educational system serves migrant children. System change might include helping to write a plan for Non-English/Limited English Proficient (NEP/LEP) students, or to develop a revised retention/promotion policy. It also might involve training teachers in oral language techniques for the classroom, or providing presentations for the staff on the cultural differences among migrant children. System change must be made at whatever point or level the system is ready to change. Migrant educators must be alert and sensitive to the needs of their clients (schools, classroom teachers) and to be ready to assist them when concern or frustration gives them a reason to change. Effects of these changes often cannot be measured easily, but they may affect generations of migrant students who attend that school. System change generally benefits both migrant and non-migrant students, since it results in more concern for the needs of the individual student, better teaching techniques, and increased access. In addition, it helps the school to focus on the migrant students as its client, not as the client of the migrant program

Migrant Education, in contrast to all other entitlement programs, is

mandated to insure that migrant children have access to all the services available to other children.[43] Migrant educators must see that migrant children are receiving Chapter I services, special education services, access to participation in clubs and special programs, sports, counseling, extra-curricular activities and health services. Often this migrant perspective of education leads to improvements in school programs, greater accessibility, sensitivity and flexibility that enhance the education of all students.

This chapter will provide an overview of the many solutions that migrant programs throughout the country have developed to meet the needs of secondary school migrant youth. Solutions will be reviewed first in terms of student change, then in terms of system change at the school/district levels, regional/state levels, and interstate/national levels.

STUDENT LEVEL CHANGE: DIRECT SERVICES

Direct educational services to migrant students may be categorized as follows: academic assistance, career awareness, alternative support programs, and post-secondary programs. Each of these categories will be explored further in this section.

Academic Assistance: Counseling

Since counseling is perceived as one of the greatest needs of migrant children, many migrant programs have concentrated their staffing at the secondary level in the area of counseling. Because of this, the uniqueness of individual students may or may not be addressed in other areas.

Many school counselors now provide little more than class scheduling; even these schedules may not be planned appropriately. Therefore, to supplement the regular school counselor's role, most migrant counselors have the following responsibilities:

(1) to monitor each migrant student transcript for accumulation of credits, fulfillment of course requirements, status of competency exams and failure notices, incompletes, and poor attendance;

(2) to counsel in career choices, vocational education, scholarships and post-graduate options; and

(3) to provide personal counseling, referrals, and parent contact.[44]

Migrant counselors may also: (a) secure job slots for junior high and high school students; (b) recruit dropouts; (c) organize and facilitate employer and parent advisory groups; (d) counsel students informally in "world of work" techniques; (e) confer with employers, school administrators, and counselors as to academic and cultural needs of students; and (f) assist students in utilizing all school and community resources.[45]

In addition to migrant counselors, other secondary migrant staff may include:

(1) para-professional or professional advisors who work in a supplementary role to school district counselors;

(2) community liaisons who emphasize parent involvement with the student and the school and facilitate an open exchange of information between home and school;

(3) attendance counselors who monitor and offer supportive counseling to high school students who have high absenteeism; and

(4) resource teachers who provide training and assistance to classroom teachers and who organize supplementary

educational assistance to students.

With the assistance of Migrant Education programs, some schools have initiated pilot programs for potential dropouts or students with excessive absences. These "school-within-a-school" programs usually provide smaller classes, individualized attention, appropriate role models, and cultural sensitivity to migrant student needs.[46]

Academic Assistance: Credit Accrual

The greatest impediment to graduation is lack of credits. Migrant programs need to provide or assist the school to provide a means by which migrant secondary students can make-up or earn extra credits to graduate. Presently the most effective means of doing this is the PASS program.

The Portable Assisted Study Sequence (PASS) Program was developed in California and has been replicated in approximately 10 other states. The program consists of prepared curriculum material which is packaged to be portable and designed for independent study. Most required courses are available through PASS as well as some challenging electives and some courses in Spanish and Punjabi.

PASS material can be used by the migrant student, independently at home during the school year or summer, or with supervision during study periods, in extended programs, and in summer programs.

School districts generally approve the use of PASS and award credits for satisfactory completion of the coursework; however, PASS credit also can be awarded through the PASS administration site which serves the entire state.

Although some districts have devised their own credit make-up programs (such as night schools and extended day), few have the scope and flexibility and rate of use and success that the PASS program offers.[47]

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Academic Assistance: Tutoring

One form of tutoring assistance provided by migrant programs is the tutorial center. The tutorial center usually consists of a classroom in which a migrant student may receive assistance in coursework, credit make-up, or credit completion. These centers are usually staffed by migrant personnel, at least one certificated teacher, and an aide. The guidelines for determining the role of the tutorial center vary widely. In some schools, migrant children are scheduled into the tutorial center and receive credit for their participation. In other schools, students are scheduled into the center for a period, but receive no credit unless working on a credit make-up assignment. In some centers, ESL is taught several periods a day and credit may or may not be granted. In other schools, the tutorial center is available only to migrant students who have (1) arrived too late to earn credit in regularly scheduled classes or (2) received failing grades in a class at mid-semester and need remediation and assistance to help pass that class. Many of these centers are kept open before and after school and during lunch as study areas for the students.[48]

Another form of tutorial assistance is the in-class tutor. In this case, a tutor accompanies the student to class. The tutor can help the student to follow the lesson by demonstrating note-taking, following a reading, and translating, if necessary. Also, the tutor can observe the teacher's techniques, approach and requirements, and assist the student after class to develop study skills and classroom behavior that will enhance performance. The tutor also has an opportunity to become thoroughly conversant with the academic material the teacher is presenting and thus can be better equipped to explain details during later study sessions.[49]

Peer tutoring provides another model for academic assistance. Studies on the effects of peer-tutoring show that both tutor and student benefit from the arrangement. In some schools, peer tutoring is a work-experience position and the tutor may be paid. When tutors and students are both migrant students the benefits are doubled.[50]

Academic Assistance: Extended Day/Week/Year Programs

Migrant students have proven to be willing and eager to take advantage of after school, before school, evening, Saturday, and summer programs which provide needed educational services. The primary benefit of the extended day/week/year programs derives from prolonging supplementary schooling. Thus, the extended program concept allows children to receive migrant services in addition to all other services the school may provide.

In one pilot program in Texas, the school day was lengthened to compensate for a school year shortened by early departure and late arrival. This program did not adequately compensate for the abbreviated school year. New studies in cognitive retention show that disadvantaged students forget more than their peers during long periods without schooling (i.e., holidays and summer vacations and absences due to mobility).[51]

Many programs offer early morning tutoring sessions at school sites, tutoring during lunch periods, or after school. ESL and other language programs, as well as educational clubs, 4-H, international clubs, and leadership programs also exist. Students attending many of these programs show measurable improvement in performance and school attendance[52] as a result of participation in these supplemental activities.

Where evening programs exist, they are well attended and successful. The State of Washington provides evening programs in the early spring which allow migrant secondary students to complete their course requirements for the semester begun in other states after working in the fields.[53] Yuma, Arizona runs an evening school throughout the school year which allows migrant students to make up credit lost through mobility or failures. Michigan, New York, Ohio, and other states offer night school programs during the summer which allow students to work

during the day and still earn credits needed for graduation.

Secondary summer day programs are well attended if food is provided, students can earn credit, teaching is effective and interesting, and students can work part of the day in combination with school. Fulfilling these conditions is not as impossible a task as it may seem. Credit or test-deficient students who may graduate as a result of this effort are willing participants.

Programs offering academic courses for credit must negotiate issuance of credit through a school district. Generally, districts are cooperative in issuing credit if school course descriptions are followed or if the material is certified and accredited elsewhere. Most schools will honor credits granted by accredited high schools in the United States; with assistance in translation of transcripts, they will also accept credits from Mexico and other countries.[54] In some states, the migrant programs send a record of the coursework completed, hours in class and final grades so that the receiving school will issue credit for the students' efforts. Community colleges and adult schools also can grant credit, but the students' high schools have the discretion to accept that credit or not.

Work experience can be arranged through migrant work-study positions and with Job Training Partnership Act (JTPA) and similar programs. These employment and training programs need migrant students, since they are required to serve a representative mix of students in the community. Migrant staff often have access to these difficult-to-locate students. Early cooperative planning has resulted in arrangements in which migrant staff have helped to identify eligible migrant students, to make home visits, to prepare paper work, and to assist in finding job positions in the community. In some cases, the JTPA program has adjusted hours so that students can have academic study time and work time. JTPA emphasizes career education and thus can arrange for students to take career education courses for credit and to receive pay for the entire job training program.

Secondary summer programs are often on campus with elementary programs. Secondary students can work in elementary classrooms as cross-aged tutors for part of the day and complete their own coursework in the high school program for the remainder of the day. Most programs, when combined with district programs or with work experience, last all day. Other programs operate for 3 or 4 hours in the evening, allowing students to work during the day.

Weekends provide another opportunity for migrant staff to provide extra services. Weekends are most commonly used for vocational programs, career fairs, leadership conferences, work experience preparation sessions, community speakers and special sessions. Some field trips are also scheduled on weekends, including visitations to colleges. Weekend programs remove students from their frequently negative school experiences and can provide an opportunity for using curricula designed to build self-esteem.

Academic Assistance: Special Summer Programs

Some programs have used the summer months to provide different kinds of educational experiences for secondary students. In the school year setting, most students are struggling with difficult academic programs and do not take advantage of or have access to many of the clubs, sports, extracurricular activities, and special events available. Migrant students also miss many of the educational activities that are part of family life, and they rarely have the opportunity to be leaders. In the summer, some of these special types of experiences can occur.

Among the broader based programs, "Adelante"[55] is designed to motivate secondary students to consider further education at the college level and to provide skills in group interaction and leadership. The program is situated on a college campus for six weeks each summer and provides students the opportunity to become familiar with a college environment. College instructors teach courses which strengthen students' language and math skills as well as their study habits.

Adelante students also participate in "Yo Puedo"[56] sessions, a series of group discussions and activities which focus on issues of concern to high school students. Skills such as leadership, self-advocacy, organization, and futuring are examined and developed through oral language activities. Students learn to handle personal feelings and need and to express their ideas in a structured and coherent manner. A parent training version of the program called Circulo de Carino[57] is available for Spanish-speaking migrant parents.

A special "Yo Puedo" institute for migrant secondary students held each summer at Stanford University[58] is intended for migrant students who are succeeding in high school but who may not be aware of post-graduate opportunities. The Stanford Yo Puedo teachers serve as role models and teach an advanced curriculum, introducing computer programming, decision making, world affairs, and more. The program cooperates with private industry to subsidize costs and to increase the students' exposure to a wide range of occupations.

Many migrant staff assume that female students would not be permitted by their parents to attend projects which require residence away from home. However, determined and consistent efforts at home/school communication usually results in slightly higher attendance by women than men.

The Mini-Corps Leadership Training program[59] allows students to expand horizons and coping skills. This program develops specific skills which equip students for a week of survival in the wilderness and a lifetime of challenges. Rigorously trained Mini-Corp staff spend a full week of preparation with 20 high school students at a time. The staff teach first aid, health and survival skills, proper diet tips, personal care, map and compass skills, fire building, and other health, safety and sanitation rules for outdoor living. During this outdoor experience, students practice skills they have learned and develop even more universal life skills. The importance of group cooperation becomes clear when the group must eat and travel cooperatively. Accessories are abandoned in the face of bulging backpacks. The word "necessity" takes

on new meaning. An unforgettably challenging ropes and initiatives course is the turning point for most students and many instructors. Teamwork and personal courage in overcoming obstacles are the skills that surface. These activities, now used by many corporations to develop personnal motivation and group cohesiveness, leave migrant students saying and feeling, "If I can do that, I can do anything."

New York State's Summer Leadership Conference[60] offers high school migrant students an opportunity to work on leadership training, career exploration, study skills, and electives (such as photography, journal writing or computer education). Students from throughout the state, including interstate migrant students from Florida and Texas, spend a week living in supervised college dormitories and experiencing "college life." Participants are uniformly positive in their reactions to this conference designed to develop leadership skills and to help students plan their futures.

Career Awareness: Work Experience

Work experience programs have proven to be one of the most powerful prescriptions available to migrant staff to cure the dropout syndrome. The work-study program is not a reward system, but a motivational tool. Its primary objective is to encourage dropouts and potential dropouts to stay in school; it provides the least employable students with an opportunity to learn basic job skills and to benefit from the positive effects of the work experience program. A work experience program can provide students with:

- basic skills/competency skills/survival skills;
- career experience and education;
- English practice (ESL) in a real life environment;
- motivation;
- a sense of self worth and successful experiences;
- contact and integration with the community;
- a sense of belonging;
- financial assistance;

- academic credit;
- constructive activities after school;
- possible future employment.

In some programs students earn academic credit and stipends for their efforts; in others they receive only one or the other. Federal guidelines permit students to work in the private sector as well as for public agencies, allowing a wide range of job experiences and opportunities.

Experience Based Career Education (EBCE)[61] has been adopted by several migrant programs. In this National Diffusion Network (NDN) approved program, students master life survival skills and explore, learn, and work in community work sites. Many migrant programs combine career education programs with work-study positions or cooperate with already existing career programs and classes in the schools.

Career Awareness: Vocational Education

Vocational training offers the opportunity for migrant students to experience careers other than farmwork. Migrant students often are underrepresented in vocational school programs because they enter school late in the fall or leave early in the spring. Migrant staff members can assist students to choose appropriate placements, can reserve class space for late entering students, and can advocate for comparable course placement in receiving states.

Alternative Support Programs: Cooperative Projects

Cooperative projects are successful in several parts of the country. Michigan makes good use of the Cooperative Extension Service, operated through the nation's land-grant colleges. Cooperative Extension, designed to serve rural people in need of educational information, includes migrant families and students as high priority clientele. The youth version of the Cooperative Extension program, 4-H, assists in organizing educational clubs which cover topics ranging from nutrition, crafts, to leadership and community services. Migrant secondary

students can serve as summer counselors for 4-H summer camps, attend 4-H leadership conferences and win prizes on Demonstration Days. Many state migrant programs cooperate with the community colleges, adult education, and university educational systems as well as 4-H.

La Familia is a total educational program, designed to serve the entire migrant family in cooperation with public schools, adult education, and community college programs, and sometimes with additional assistance from job training programs. A typical La Familia program operates in the high school at Sanger, California four nights a week during the school year.[62] Migrant parents bring the entire family. Parents attend classes in English as a Second Language or citizenship, depending on abilities and needs. While high school students work in a credit make-up program, junior high school students work on study skills or assist with pre-school or elementary classes. At the elementary level, teachers and aides provide supplementary activities to enhance oral language and other developmental skills to increase the children's success in the classroom. Teachers of adults are paid through college or adult education funds. Other staff and student work-study positions are usually funded by the Migrant Education program.

Federally funded job training programs have cooperated with migrant high school staff to provide earn and learn programs in various states. Because education is a high priority within the job training programs, migrant education programs have been able to provide or arrange educational components of the programs to be geared toward the needs of migrant students. For example, in one program a community college provides classes and instructors while JTPA provides transportation and stipends. The migrant program provides a coordinator and community liaisons to locate students, to assess needs, and to develop job sites of interest for the students.[63]

Other programs that have worked cooperatively with Migrant Education services include community health organizations, community clubs and service organizations, Girl/Boy Scouts, YMCA/YWCA, the public library

system, and numerous private businesses, corporations, and institutions.

Alternative Support Programs: HEP

High School Equivalency Programs (HEP's) are migrant programs designed to serve high school dropouts. Participants earn high school equivalency diplomas through individualized, self-paced programs. HEP's are located on university campuses to allow students to explore options for post-secondary education and for careers. Supportive services are also available as needed. HEP's offer a valuable alternative for migrant students who have left regular secondary school programs.[64]

Post-Secondary Programs: CAMP

Recent studies on the failure rate of Hispanics, Blacks, and other minorities at the college level have verified the suspicions of migrant educators that even migrant college students need assistance.[65] Data indicate that even "successful" migrant and other minority children are high risk students, at both the high school and college levels. For this reason several follow-up programs have been designed to provide continued support beyond high school graduation.

First in this category is the College Assistance Migrant Program (CAMP). CAMP is funded by Title IV Higher Education monies and is administered by the United States Department of Education Migrant Education Unit. Because CAMP applications are approved annually, numbers and locations vary. CAMP supports migrant students entering or wishing to enter the university, by providing students with tutorial assistance, campus orientation (buddies), help with applications for financial assistance and other special programs or services. The CAMP program provides counseling and academic assistance and also funds a limited number of part-time jobs on campus to assist students with financial need. Nationwide, CAMP retention statistics are impressive. One CAMP program boasted a 20% dropout rate for CAMP freshmen, while the dropout rate at that university for all freshmen was 65%.[66] These programs are consistently successful in reversing the high dropout rates

of migrant students on college campuses.

Post-Secondary Programs: College Bound

Another program which helps migrant students to make the transition from high school to college is the College Bound Program.[67] This program serves high school seniors in a summer program at a college campus. Students take classes in the morning and work in the afternoon. In addition, they receive counseling and orientation to college, including introductions to staff, school rules, academic requirements and assistance in applying for scholarships, grants, and loans. The program is funded cooperatively by JTPA, the college, and migrant education. Over 90% of students who attend the program enroll in college the following semester.

Post-Secondary Programs: Mini-Corps

The Migrant Education Mini-Corps Program[68] is a teacher training and assistance model with two primary objectives:

(1) to provide classroom assistance to migrant children, grades K-12, by a former migrant student teacher-in-training who is an identifiable role model, and

(2) to assist migrant students to continue with higher education and to become teachers and educators of migrant children.

College-bound migrant or former migrant students who are interested in pursuing a career in education assist migrant students in public school classrooms. This program encourages migrant students to complete their education, to become teachers, and to serve as role models for younger migrant students in the schools. It also helps to develop more effective training components so that future teachers of migrant children will be able to meet the special needs of migrant children.

In addition to taking special classes in migrant education and assisting 12-18 hours weekly in the classroom, Mini-Corps students must become involved in other support services relating to the needs of migrant families. Students assist in community service centers and health clinics, at migrant labor camps, and with parent education programs. The Mini-Corps graduate who becomes a teacher has participated in many aspects of migrant lifestyle and migrant education. In addition, he or she has learned responsibility, has traveled and lived in several communities, and has worked cooperatively with many people.

SYSTEM CHANGE: SCHOOL AND DISTRICT LEVELS

Direct services to migrant students by Migrant Education programs provide solutions to many of the needs defined earlier; yet migrant students' needs are so varied that the Migrant Education program could not administer enough supplementary services to provide for them. The school ultimately has the responsibility for the education of these children.

How can migrant programs assist schools to bring better educational services to migrant children? The migrant education program as a change agent in the schools must work within the system. A basic premise that will assist migrant educators to bring about change is the fact that teachers and administrators care about children. They want children to be successful, and they want to be successful in helping them.

At a training session provided for migrant staff in "change agentry,"[69] the presenter, Dr. Richard Foster, spoke of the people within any system as consisting of innovators, followers, and resistors. "Often," he said, "we focus on the resistors and use all of our energy and resources to try to change these people. Innovators will make change, followers will institutionalize it, and the resistors will finally come along." Dr. Foster promotes the strategy of identifying the innovators in a school, training and encouraging them, and working

to expand their core group gradually. Also, the sooner a migrant staff person can step out of the role of change agent and allow a school staff person to assume that position, the greater the feeling of ownership the school staff will have in the change.

Change agentry is a valuable skill for migrant staff. The following are areas in which migrant staff are using these skills to bring about change and assist the schools.

School Policies Responsive to Needs of Migrant Students

Credit transfer policies can be critical in assuring proper credit accrual for migrant students.[70] The regular review of student transcripts has become a primary job duty for migrant staff in many secondary schools. One high school with a large minority and migrant population developed a school-wide promotion policy in which all students and parents are kept continually updated on the status of the students' credits. Grade cards have "Credit Deficient" stamped across them if a student falls behind the appropriate credit status for his grade level. Conferences with parents are arranged and appropriate measures are taken to assist the student to catch up.[71]

School hours and attendance policies vary greatly around the country and affect the stance that migrant personnel can take in advocating for responsiveness on the part of the school system. For example, in most states, there is no compulsory attendance for students over a certain age. For this reason the school does not feel great concern for the number of dropouts over that age. The school attitude might be that if students cause problems of any kind, they can leave. In this atmosphere, few accommodations are made for students with special needs. In other states, compulsory attendance and funding formulas combine to be powerful motivators to schools to maintain high enrollments. By providing data on numbers of migrant dropouts, migrant staff have encouraged schools to establish alternative schools, schools within schools, and morning and evening supplementary sessions to attract these student dropouts back into the system.

Migrant staff can advocate for an in-school alternative to suspension, which makes good educational sense and increases average daily attendance (ADA). Suspension, especially for poor attendance or tardiness, provides reluctant learners with exactly what they are seeking: an excuse to stay away from school. Schools are beginning to revise suspension policies with encouragement from parents and concerned staff. Students who would formerly have been subject to suspension are now required to spend time in a detention study hall in an area where they are able to work on studies, but are not able to socialize. Detention allows the school to collect ADA and does not increase the educational deficit of the student.

The outcome of a recent court case in Texas (Zavala vs. Contreras, 1984)[72] will assist advocates in helping schools to revise attendance policies to better meet the needs of migrant youth. The U.S. District Court stated that migrant students cannot be penalized and deprived of the right to attend school and earn credits because of late entry due to their lifestyle. The school must allow students to make up work so they can earn credit for the fall semester. This case may encourage the use of partial credit or motivate schools to offer credit completion programs, and more effective credit exchange programs with other schools. Currently some Texas schools do allow students to begin supplementary studies in early spring so that they will have all coursework completed before their early departure. Other schools allow late arriving students to earn partial credit or to test for competency after being given time to make up work missed. Many schools preregister students for fall semester classes before they leave in the spring and hold class slots open for their late return, thus allowing these students equal access to all classes.

Differences in state requirements often add impossible deterrents to already difficult local course requirements. For example, some states do not have reciprocity on driver training classes, since each state has its own driving certification standards and tests. Students who leave early are not able to complete driver training. Because this skill is

needed for work, migrant programs have sometimes provided supplementary driver education classes.

Migrant staff have encouraged curriculum change by providing diagnostic tools which allow teachers to assess actual skills of students. Frequently, language assessment tools are needed which provide comprehensive and comprehensible results. Current tests are available which indicate whether or not a student can understand the class lectures. Readability measures also provide teachers with an accurate picture of numbers of students who can handle assigned reading material at independent, instructional or frustration levels.[73] Alternative methods of instruction are suggested to these teachers to accommodate the assessed student needs.

Teaching for cultural relevancy varies in its overall acceptance; however, interest motivates learning. Thus, migrant staff encourage teachers to relate the coursework to the life experiences of the students. The impact of learning through participation is reinforced in the statistics quoted by Richard Boning, author of the widely used Specific and Multiple Skills reading series. "People remember 10% of what they read; 20% of what they hear; 30% of what they see; 50% of what they see and hear; 70% of what they say; and 90% of what they say and do."[74]

Many effective strategies are known among teacher trainers, university professors, and education specialists, but are not yet in use in the average classroom. Migrant staff in many states work primarily with innovators, mentor teachers, and remedial and supplementary education specialists in the schools. Programs such as Effective Schools, Time on Task training, cooperative education, right brain teaching techniques, and experiential education have been provided for interested teachers. Many of these programs are available through NDN and state centers for educational improvement, Special Education services, and regional curriculum resource centers. Migrant educators often use these resources to assist schools that are open to change.

Staff Development

Staff development can be successful at the secondary level. College classes have been offered for credit in areas related to the needs of migrant children (remedial reading, language development, cultural and language differences). Team teaching or demonstration teaching has been provided for individual teachers. Classroom assistance and consulting have been provided on an individual basis, and long-term training for teams of migrant and district educators is provided in some regions.

Other curricula provided for teachers include various English as a Second Language training programs, reading skills, Spanish language classes, or classes on other cultures represented in the migrant stream.[75]

Role Models

Role models in schools can have a powerful effect on the success of migrant students. Migrant staff can help the school to hire role models for migrant students, beginning with advocacy to hire new staff who are bilingual or of the same ethnic background as the migrant child. The next step might be for migrant staff to recruit applicants by posting job announcements, including notices in newsletters, and word-of-mouth. The third step is to request that administrators include migrant parents on the interview panels. The fourth step, a long-range approach, is to help the school develop a career ladder that will encourage aides and other migrant or bilingual staff to continue their education and to become eligible for higher level positions.

Parent Involvement/Parent Education

The interest of parents in the education of their children was one of the indicators of success isolated in a New York study of dropouts.[76] Parent participation is historically an area that schools tend to neglect, even among "majority" parents. Migrant parents have at least four school-related needs: (1) that all notices be sent home in their

own language, (2) that a bilingual staff person be at the front desk to receive visitors and to answer phone calls, (3) that school visitations be arranged to promote greater understanding on the part of both parents and school, and (4) that district administrators and teachers be included in parent meetings, a practice which effectively increases the schools' responsiveness to parents' concerns. Teachers' concern for students also increases when they meet and speak with parents.

Migrant staff provide training in many areas. They can teach parents to participate in and to run a meeting, and monitor progress and requirements for high school students. Migrant staff can provide awareness training in health, safety, community services, drug abuse, and child abuse.

Parents are responsive to information on how they can assist their students at home. Arminda Fuentevilla, Director of Bilingual Education at the University of Arizona, instructs migrant parents to talk to their children every day and to ask them about school, friends, and activities. She also recommends that magazines, newspapers, and books (in any language) be kept and used in the homes.[77]

Some parent groups have become active in school affairs and support of the migrant program by raising money for scholarships, special awards, and activities for migrant students. The connection between parent and school is vital to student success. The child must see that his two lives (school and home) are in fact one, and that his success in one is felt in the other.

Advocacy

Program advocacy is a vital component of the migrant education program. School staff need to understand why extra funding is provided for migrant children, why migrant staff are placed in the schools, and what they are supposed to do. Faculty presentations should be made annually to explain the supplementary role of the program, the needs of migrant children, and the MSRTS data system. The MSRTS form is designed

to be used by the classroom teacher. Teachers are very responsive when shown a completed MSRTS form for a familiar student. Personal contact with all teachers of migrant children in the school can also promote better understanding of the program and better services to students.

Student access to school programs is the first step in improving migrant student performance in the school. Most commonly, student mobility causes students to be excluded from sports programs, clubs, shop and vocational classes, science labs, and driver education. Often these exclusions exist because the classes require an advance registration which the migrant students missed. In other situations, however, migrant students do not participate in activities because of feelings of isolation and lack of identity with the school. Remedies for this isolation are more difficult. In some cases, migrant staff have helped students organize their own clubs. As these clubs begin to develop status and prestige on campus, the students begin to involve themselves in other school events.

Sometimes exclusion is based on an unexamined school policy that needs to be called to the attention of administrators. In one case, students with low grade point averages were excluded from participation in career education events. Teachers did not want these students to miss class, but overlooked their needs for career education. In another situation, migrant students who lived in outlying rural areas were unable to participate in clubs because they had no private transportation and were excluded from the later "sports" bus by school policy.

Advocacy for student needs is probably the most demanding activity for migrant staff at the high school level. Migrant staff advocate for: (1) class schedules more appropriate to a student's needs, requirements, or abilities; (2) rescheduling of test times so that migrant students will not be penalized by absences; and (3) special tutoring hours to serve migrant students. Advocacy may be made for appropriate assignments or for more teacher training. Statistics often assist in advocacy. The number of migrant students demonstrating a need will

often determine the sense of urgency that an administrator feels for an issue.

Advocacy for and assistance in developing credit make-up and credit completion programs is provided by many migrant secondary programs. In schools in which students cannot make up credit, migrant staff are almost powerless to assist the potential dropout. Credit make-up options are vital whether they are arranged individually with each teacher or are a result of a school-wide policy.

Migrant staff can also encourage schools to establish funds to assist students who are unable to pay student fees. They can be sure that eligible students are receiving free or reduced lunches, and can assist in making that process less demoralizing. Migrant staff have played important roles in advocating for peer and cross-aged tutoring programs.

Work-study is an effective program with visible results: better attendance, improved grades, and increased participation in school activities. Advocacy for work study, work experience, and career education exploration activities have caused these programs to be established in many states.

Strategies for change at the site level must be as varied as the schools themselves. Numbers of migrant students, mobility patterns, district and state policies, status of the migrant program in the district and the job descriptions of migrant staff will determine the methods that are used to improve the school climate for migrant children. The Migrant Program staff must have as many resources as possible at hand and be prepared to employ those that are most appropriate.

SYSTEM CHANGE: REGIONAL AND STATE LEVELS

Solutions to the needs of migrant students at school levels address problems and issues that vary with every child and every school. Regional and state level solutions are characterized by advocacy and cooperation; these require generalizing needs and broader, more comprehensive solutions. Program advocacy at these higher levels can bring about changes that will have an impact on individual students. Following are areas in which higher level agencies can take a leadership role in advocating for solutions to migrant student needs.

Funding Allocations

Money is generally a good motivator. Presently several states have increased funding ratios for secondary programs. Services cost more at the secondary level, districts fund high schools at higher allocations, and few other supplementary services are available at the high school level. Therefore, effective programs for secondary students are often costly.

Service Models

The manner in which funding is distributed from a state, region or district to a local program affects the ways in which services can be provided. Where funding is directed to regional programs, program managers have options in providing alternative programs and alternative staffing and can often develop additional supplemental programs.

In an area in which the migrant student population is widely distributed, one trained staff member can move among many schools or districts to provide training and curriculum assistance to sites that would not otherwise have enough students to receive any service. This model of service parallels the regional special education programs in many rural areas. A key advantage to this model is that migrant education staff are not paid by the district in which they work; they

therefore feel more secure in advocating for services and in monitoring equal access for migrant children.

The reverse situation also has advantages. When districts hire their own migrant staff, the staff are more likely to be accepted by other teaching staff as part of the same team. One disadvantage of this model is that migrant personnel often are selected from already existing staff, relieving burdens schools may feel from other funding cuts. Sometimes these people are not as qualified to serve migrant children as someone hired specifically for the position would be.

Staff Development

Large districts, regions, counties, and states have the ability to build broad staff development programs. Statewide programs are common in most states, keeping migrant staff well trained, and affirming their status as educational leaders. In one region, migrant staff are accredited college teachers and offer classes to teachers in areas that will improve teaching methods for migrant students. In several instances, districts and regions have cooperated with community colleges to provide staff development as part of a career ladder program for migrant classified staff.

A talent exchange policy is promoted in several regions in the country. Migrant service areas request staff from another area to come and train in a special skill or curriculum area; the sending agency covers salary, while the receiving agency provides travel expenses. Another variation is the mini visitation in which one staff member spends a day with a person with a comparable job description. Both host and visitor observe, discuss and compare strategies.

Model Programs

State and regional programs are also leaders in the identification and dissemination of model programs serving migrant children. Contact people for special projects,[78] model programs, information on or

specific skill areas can be located through state offices or many interstate projects.[79] The Educational Resources Information Center (ERIC)[80] data base has specific listings for Migrant Education, rural education, bilingual education, and secondary education. ERIC can search for topics such as migrant dropouts, migrant student mobility, and migrant student graduation. Publications describing model programs have been developed on the state and regional level but are often not well distributed. These resources provide access to a wide range of migrant student services.

State and regional resource centers often contain curriculum libraries, including a variety of English as a Second Language programs, reading programs, materials on migrant culture and ethnic heritage, bilingual materials, parent education materials, and audio-visual equipment. Resource center staff can provide technical assistance and are familiar with tests, curriculum guidelines, laws affecting migrant children, and community and social service information. Regional or district offices also maintain lists of community services in their areas.

State and regional programs also keep district staff informed of alternative programs available to migrant secondary students. Such programs as High School Equivalency Program (HEP), the Job Corps, adult education, community colleges, General Education Diploma (GED) classes, continuation schools, military education programs, Upward Bound, summer programs, Department of Labor and JTPA programs, College Assistance Migrant Program (CAMP), and Mini-Corps meet needs of students which cannot be met by the high schools.[81] Some states have financed effective statewide programs such as joint agency vocational migrant dropout training programs, the Portable Assisted Study Sequence (PASS) program, and program improvement projects.[82]

Advocacy

State and regional programs can also influence change through advocacy. These agencies can advocate for the needs of migrant students

and the role of the migrant program at committee meetings, educational associations, and governmental bodies. State level policy statements, legislation directed toward migrant education, and legal decisions protecting the rights of migrant children exemplify such efforts.

Regional and state programs have initiated and supported secondary committees, interstate projects, and staff training exchanges. Statewide secondary committees, found in several states, program improvement committees, interstate committees, and other migrant forums serve to improve programs and to increase communication among providers of service to migrant secondary students.

Statewide or regional advocacy can help with program implementation. State level support of the P.A.S.S. program in several states has allowed it to function effectively and to be available to most migrant students. State support has assisted in program promotion and acceptance by local school districts. Financial support has allowed the program to operate consistently and has removed the deterrent of materials costs from the school level counselor. P.A.S.S. programs administered from state centers with administrator-advocates are proving to be cost-effective and successful.[83]

Advocacy, facilitation, and communication are difficult to measure; however, these activities often are the impetus for major improvements in field services.

SYSTEM CHANGE: INTERSTATE AND NATIONAL LEVELS

The urgent needs of the active high school migrant student who moves among states has been the focus of services and solutions provided at the state and national levels. These services can be categorized in terms of technical assistance, information dissemination, and advocacy.

Technical Assistance: Migrant Student Record Transfer System (MSRTS)

MSRTS transfers information for migrant students moving between schools. When a migrant secondary student enrolls in a new school, academic and health information stored in the data bank is supplied to that school. When the student leaves, additional academic and health information can be entered on the MSRTS form and made available to the next school that enrolls the child.

In the last 2 years the MSRTS program has greatly increased the secondary level information that can be transmitted, enabling more accurate placement of migrant students in required classes.

Technical Assistance: Migrant Education Recruitment and Identification Taskforce (MERIT)

The destination and notification system established by the MERIT Project (Section 143, 1980-82) supplemented MSRTS communications.[84] This program provided advance information on the movement of migrant families to migrant programs in receiving states. This allowed receiving states to: (1) plan more effective recruitment; (2) adjust program services and staff; and (3) notify community agencies of the needs of arriving families. MERIT surveys showed that migrant families know with significant accuracy where and when they will make their next move. MERIT data also revealed that in most states approximately 50% of incoming students are not being identified.

Technical Assistance: Secondary Credit Exchange (SCE)

Communications systems also address specific situations. The Secondary Credit Exchange (SCE) Program seeks to increase enrollments of interstate students and to improve the credit accrual opportunities available to them. Receiving state programs pre-enroll students in courses based upon home base school recommendations and report back the students' progress. Credit exchange and follow-up forms initiated through this program have been incorporated in part into the secondary MSRTS section.[85]

Technical Assistance: Texas Migrant Interstate Program

Texas funds a Migrant Interstate Office. This office coordinates the Secondary Credit Exchange process as well as numerous other educational efforts. The Texas Migrant Interstate Program facilitates "Summer Project Assignments" in which Texas educators travel to receiving states. They help to organize programs, enroll students, monitor coursework, and provide continuity in the areas of personal and family support. In addition, a roster of "content area specialists" is maintained as a resource for workshop requests. The Texas Migrant Interstate Program also coordinates exchange visitations of homebase and receiving state educators.[86]

Technical Assistance: Interstate Migrant Secondary Services Program (IMSSP)

Another program which assisted in remedying the urgent problems of the interstate students was the Interstate Migrant Secondary Services Program (Section 143, 1980-84). This program served states seeking to improve secondary programs and interstate communication. The Interstate Migrant Secondary Services Program worked to disseminate credit exchange models to states with large numbers of mobile secondary students. Its offices served as communication centers for the exchange of credit information, program availability, and student destinations. Program staff also provided technical assistance for new secondary programs as

well as program assistance and staff development for ongoing programs. Model programs promoted across the nation have resulted in the establishment of improved programs and more services to students.

Technical Assistance: National Association of State Directors of Migrant Education (NASDME)

To the change agent in the field, data are more useful than policy statements and recommendations. Statistics and research on migrant student needs, status, improvements or failures provide fuel for the advocate. The NASDME Evaluation Committee has investigated evaluation projects that might produce nationwide data.

Similarly, advocacy at the national level by NASDME for secondary issues has served to raise the migrant program awareness of secondary school migrant students.

Technical Assistance: Education Commission of the States (ECS)

ECS serves Migrant Education through its Interstate Migrant Education Council (IMEC), chaired by Congressman William D. Ford of Michigan. IMEC sponsored a seminar on the Improvement of Secondary School Programs for Migrant Students in 1980 (Washington, D.C.) and co-sponsored a National Policy Workshop on Secondary Students in 1981 (Seattle, Washington) among other activities. The IMEC continues to recommend more secondary program emphasis to state migrant programs and the United States Department of Education.[87]

Information Dissemination: Newsletters

Various national projects produce newsletters which discuss critical issues and share effective programs. New York Migrant Education staff prepare a newspaper clipping service (News and Views) of migrant related articles; they distribute these articles throughout the country.[88]

Other forms of information relevant to migrant secondary student services are provided by the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) data base, which puts out special bulletins on Migrant Education materials, and by the Migrant Education Resource List and Information Network (MERLIN),[89] which is an exclusively migrant data bank and attempts to catalogue human resources as well as research and other documents.

Information Dissemination: Conferences

The Eastern, Western, Central Stream, and National Migrant Conferences are significant forums for exchange of information, staff development, and dissemination of effective solutions for secondary students. As a result of these conferences and workshops, policy statements and recommendations have assisted programs to focus on the issues affecting secondary level students.

Information Dissemination: Interstate Visitations

Another strategy to improve interstate coordination and continuity is interstate visitations. Staff who are directly responsible for migrant students, or who are the decision-makers for the development of migrant secondary programs, have the opportunity to see what students experience when they move, and what is provided or not provided for them elsewhere. Student information and school policies are shared and agreements made for credit transfer and acceptance. After the visitation, information gained can be shared with other local programs. These visitors become program advocates and change agents as a result of what they have experienced.

Advocacy

Technical assistance and information dissemination also require advocacy. New programs benefit immensely from the shared knowledge of others. It is the responsiblity of migrant staff at all levels to advocate for increased awareness and responsiveness to the needs of

migrant secondary students.

In conclusion, solutions provided at the interstate and national levels include advocacy, special interstate and secondary program training, dissemination of information and model programs, networking, and communication.

There are many effective solutions to the diverse needs of secondary school-age migrant children. In order to change the lives and educational futures of these students, migrant staff must have many of these solutions available to them. Access to information, resources, and training are critical in bringing about the success that is possible and is occurring throughout the country.

RECOMMENDATIONS FOR SECONDARY PROGRAM IMPROVEMENT

The previous chapter examined solutions that have proven to be of assistance to migrant students at the secondary level. The following recommendations outline components of a secondary program that appear effective and describe other areas in which improvements could be made or programs strengthened in order to improve the success of migrant students.

Recommendation No. 1 - Establishment of a comprehensive secondary counseling and assistance plan.

Migrant staff should provide counseling and assistance to migrant students at the secondary level to meet:

Academic Needs: Migrant staff need to provide academic support by: (1) regular monitoring of academic progress in credit accrual, course requirements, proficiency or competency tests, attendance, warnings, or notices of failures; (2) notifying students and parents of academic weaknesses or deficiencies; (3) providing academic assistance to address identified needs; (4) counseling to increase academic choices and advancement.

Career Needs: Career education components should include career testing, counseling, career fairs, and a comprehensive work experience or work-study program.

Individual Needs: Migrant children need access to someone who can be a confidant, role model, mentor, or advocate for the student.

Group Needs: Peer acceptance should be promoted by migrant educators. Clubs and meetings give a sense of

group identity and belonging and involve students in school activities. In addition, studying in groups, peer and cross-age tutoring, and group counseling develop feelings of inclusion and meet academic needs simultaneously.

Recommendation No. 2 - Regular use of individual and school level needs assessments.

A systematic format for recording all the known needs of a student is essential to insure that important needs are not omitted or forgotten, that parents are informed of the needs of their children, and that teachers are included in program planning for that student. A school-wide needs assessment will provide summary information to administrators, advising them of student needs, high risk students, program planning needs, and assessments of program effectiveness. (See Appendix C for a sample of the Student and Program Needs Assessment.)

Recommendation No. 3 - A comprehensive career experience/work-study program.

Students engaged in work programs consistently show significant improvement in school performance and attendance. Components of an effective career experience work-study program should include: (1) an individual career development plan prepared cooperatively with each student; (2) guidelines for development of job slots including those funded by non-migrant sources (public and private sector); (3) priorities for job assignment in terms of student need; (4) procedures for student application, interview, selection, hiring, on-the-job monitoring, evaluation, and exit counseling; (5) student reports so that job experience is analyzed and integrated by the students as a learning experience and; (6) progressive job experiences, increasing job skill levels, challenges and relation to career interests and goals of each student.

Recommendation No. 4 - Improved migrant secondary staff effectiveness.

Secondary level staff are challenged by working with older students who need good role models and leadership. In addition, staff must be able to work closely with high school teachers, administrators, registrars, and counselors. They must communicate with community and business people and with parents. Most importantly, they must be capable of assisting students through the difficult adolescent years when family, financial, and social pressures make migrant students most likely to give up. Efforts to improve staff effectiveness can be made in each aspect of staffing: recruitment, hiring, pre-service training, inservice training, evaluation, and professional improvement.

Recommendation No. 5 - Development of parent education programs at the secondary school level.

Parents are the primary educators of migrant students. School and migrant staff efforts must be supported and supplemented by parents. Migrant parents are the first to recognize this and their motivation to learn is great. Migrant parents need and seek training in the secondary school system, self and child advocacy skills, home support skills, health and safety, access to the community, and communication skills.

Recommendation No. 6 - Improved identification and recruitment for interstate secondary students who arrive in late spring and summer and for dropouts.

In receiving states, interstate migrants are generally unknown in the community. They often do not have housing in known camps or migrant communities, making them difficult to locate. Older students are often overlooked by recruiters even when the younger children are identified. Systematic identification of secondary students will result in more funding, which will allow further development of programs to meet the needs of these students.

Recommendation No. 7 - Use of the MSRTS.

Increased knowledge and use of the MSRTS by secondary teachers, counselors, and registrars is needed. The MSRTS secondary section can provide vital data for mobile migrant students. Because attendance restrictions and credit systems at the secondary level penalize migrant students for their mobility, the quick movement of the MSRTS forms for active high school migrants is crucial. At all stages of data transmittal, every effort should be made to give highest priority to these students.

Recommendation No. 8 - Increased funding for secondary services.

The funding formula should be adjusted so that there is a higher ratio of funding for services to migrant students of secondary school age. This change in funding would reflect: (1) school funding ratios which are higher for secondary programs because services at that level cost more; (2) the shortage of other supplementary programs at the secondary level in comparison to those provided at the elementary level; (3) the higher cost of effective secondary programs such as work-study, career education and extended day programs; and (4) the need for alternative education programs for dropouts and older students.

Recommendation No. 9 - District policies that recognize the special needs of migrant students.

The migrant student must be given every opportunity to acquire the credits necessary for graduation so that he/she will not be discouraged and subsequently drop out. Better and standardized communication and reciprocity between states would aid districts in the transfer of credit data.

Recommendation No. 10 - Increased options for credit accrual.

Districts need to develop improved means of granting credits to

migrant students. Credits can be accrued by skills demonstration, course challenging or by eliminating barriers to the number of credits which can be earned per semester or in summer programs. Credit make-up programs such as PASS should be available at every school site. Supplementary credit bearing instructional programs should be offered, (e.g., afternoon classes, night school, or Saturday sessions) that take into account the unique problems that migrant students might have because of work conflicts or family responsibilities.

Recommendation No. 11 - Consistent methods of data gathering nationwide.

Graduation data (including alternative methods of graduation) should be collected annually in a consistent manner nationwide. Other data should be made available including high school attendance and age of graduates. The migrant program can show consistent improvement in numbers of students graduated as well as increases in student enrollments and attendance rates. At a time when the effectiveness of migrant programs is under attack, these statistics may be critical supporting evidence of the success of the program.

Recommendation No. 12 - Increased number and variety of alternative programs available for secondary migrant students.

Migrant staff in many areas find that they have few alternatives for students that (because of age, education, or family situation) are unable to complete a 4-year on-campus high school program. Materials are needed for these students that prepare them for the GED or Adult Education diplomas. Special remedial materials are also needed for older students who have not previously attended school.

Recommendation No. 13 - Revised age/grade placement policies and retention policies at the elementary and junior high levels.

Evidence shows that a disproportionate number of migrant students are placed in inappropriate grades at the elementary level. In addition, retention rates for migrant students (especially in

kindergarten and first grades) are excessively high and are not justified by recent studies on the effectiveness of retention. Migrant programs need to provide districts with new research and assist them in developing retention policies which will assure maximum success for all students.

Recommendation No. 14 - Stronger linkages and transitional programs for college, university, and other higher education opportunities for migrant youth.

Migrant programs should seek out scholarship resources, counseling, orientation, and on-campus experiences to increase the number of migrant students continuing their education and to insure their success in post-graduate institutions.

CONCLUSION

This report has examined the special problems and needs of migrant secondary students and the multitude of solutions that have been developed for them. It has also sought to present this material in a comprehensive manner that can be utilized by field personnel.

Now more than ever, education is a necessity for all Americans. A high school diploma is no longer a luxury or a privilege. In this increasingly complex society, a high school education is necessary for survival. As life skills become increasingly interdependent, literacy, thinking skills, and an understanding of the social system are necessary to help youth become functioning and contributing members of society. Youth, including migrant youth, are vital national resources. To allow youth to remain ignorant is to weaken and undermine the fabric of the society.

> A society has an obligation to educate its youth. It must pass on knowledge, skills, and information. But, more importantly, it must keep alive the values and concepts upon which it rests. The next generation is the only sure future a society has.
>
> A democracy such as ours is built upon the premise that human life has value, and that fairness, equity and social mobility are central. We cannot afford to neglect, alienate, or waste the growing number of Hispanic and other young people and the magnificent resource they represent. Too many of them are leaving our high schools unaware and often suspicious of what this nation stands for.[90]

Excellence in education is being advocated for students nationwide. Achieving excellence in education means helping all students, including migrant students, to reach their potential. In order to achieve excellence, however, migrant students must have equity in the

educational system. We hope that through this report migrant educators and support staff will find new ideas to assist migrant students and their families to gain both equity and excellence in their education.

We also hope that as a result of our efforts, migrant students will grow to contribute to the intellectual productivity and wealth of this country, as their parents have contributed to its agricultural productivity and wealth.

FOOTNOTES

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(47) For further information contact PASS Director, Mary Lloyd, Fresno County Office of Education, Migrant Education, 487 W. Shaw Avenue, Fresno, California 93704

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(50) E. C. Buehler, D. Meltesen, "ESL Buddies," Instructor, September 1983, vol. 93 no. 2., pp. 120-122, p. 124.

(51) The Learning Retention and Forgetting report discusses the benefit of extended year programming to increase learning retention

among disadvantaged students. Cognitive Retention and the Migrant Child report is a position paper citing this study and its relevance to Migrant Education.

(52) "4-H programs." Gridley, California, Sycamore School. In F. S. Ludovina and S. C. Morse (Eds.), Promising Practices, p. 50.

(53) Contact State of Washington, Migrant Education Program, Raul de la Rosa, Director, for more information about spring completion programs. (Division of Instructional Programs, Office of the Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504)

(54) Through Project Metir, Adrianna Simmons has worked in coordinating education programs between Mexico and the United States and can provide information on Mexican schooling regulations and curriculum. (For further information, contact Adrianna Simmons, 1301 "H" Street, Sacramento, California 95814, Phone: 916-442-4791.)

(55) Adelante description. In F. S. Ludovina and S. C. Morse (Eds.), Promising Practices, pp. 50-53.

(56) Human Development Training Institute, Yo Puedo. A Peer Leadership Curriculum. Facilitator's Training Guide, San Diego, California, 1980.

(57) G. Ball, Circle of Warmth: Ideas and Activities to Promote Family Oneness! Human Development Training Institute (San Diego, California, 1980).

(58) Yo Puedo, California Region I, Santa Clara County, 100 Skyport Drive, San Jose, California 95115. See also, Yo Puedo, University of California - Santa Cruz, California Region XVI, Monterey County, 901 Blanco Drive, Salinas, California 93901. A similar program at UCLA is called MENTE (Region VIII, Tulare County, 1122 West Murray, Visalia, California 93291).

(59) Mini Corps Leadership Training Program, contact Augustine Perez, 4-H Migrant Specialist, University of California County Extension, Division of Agriculture, 9240 South Riverbend Avenue, Parlier, California 93648.

(60) New York Summer Leadership Conference, contact Edward Griesmer, Migrant Program Director, State University College, Oneonta, New York 13820.

(61) Experience-Based Career Education, contact Northwest Regional Educational Laboratory,, 300 S.W. Sixth Avenue, Portland, Oregon 97204.

(62) La Familia, Sanger High School, 1705 Tenth Street, Sanger, California 93657.

(63) California Human Development Corporation, Annual Report 1982, Migrant 303, (22462 Mendocina Avenue, Santa Rosa, California).

(64) Interstate Migrant Secondary Services Program, HEP/CAMP Program Descriptions and Directory, Fiscal Year 1985-86.

(65) Ford Foundation, op. cit., pp. 28-30.

(66) One CAMP program boasted a 20% dropout rate among CAMP freshmen. The dropout rate at that university for all freshmen was 65%.

(67) College Bound description. In F. S. Ludovina and S. C. Morse (Eds.), Promising Practices, pp. 30-35.

(68) Mini-Corps brochure, contact Maria Avila. For information contact Jesse Camacho, Director, 510 Bearcut Drive, Office Q, Sacramento, California 95814.

(69) Dr. Richard Foster, former Superintendent of Schools, Berkeley, CA, (presentation at Region II, Migrant Education Training), November 1981.

(70) D. B. Schilling, PIP Resource Manual chapter on educational promotion (Migrant Child Education - Region II, Oroville, California). December 1983.

(71) Lindhurst High School, 4446 Olive Drive, Olivehurst, California, contact principal or Migrant Child Education - Region II director.

(72) Vela, F. B. (United States District Judge), Zavala vs. Contreras, Memorandum and Order, (C.A. No. B-83-367), Brownsville, Texas, March 1984.

(73) The Cloze Test and Fry Readability Formula can be used on student textbooks to determine readability.

(74) S. C. Morse, notes from Richard Boning presentation on Oral Language at California Reading Association Conference, November 1979.

(75) In addition to students of Northern European extraction and Hispanic origins (including Mexico, Central and South America and the Carribean) are migrant students of other cultural and ethnic backgrounds. Some of these are Punjabi (India), Portuguese, Black American, Native American, Hmong, Vietnamese, Cambodian, other Asian groups and Russian True Believers.

(76) New York State Department of Education, Work-study Programs for Potential Dropouts, 1965, p. 13.

(77) S. C. Morse, notes from lecture by Arminda Fuentevilla to migrant parents for Yuma County Migrant Education Coordinators' Workshop (Yuma, Arizona, May 1983).

(78) See Appendix B for list of State Directors of Migrant Education.

(79) Contact Interstate Migrant Secondary Services Program (Western Stream Team Project for list of 1985 143-Interstate Migrant Projects, 3375 Camino del Rio South, Suite 385, San Diego, California, Phone: 619-584-2996.)

(80) ERIC, contact Manuela Quezada-Aragon, (ERIC Migrant contact, ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Box 3AP, Las Cruces, New Mexico 88003).

(81) More information on any of these programs may be obtained through the Western Secondary Team Project, San Diego, California, Phone: 619-584-2996.

(82) California is funding a Program Improvement Project whose highest priority is secondary programs improvement models. John E. Schaeffer, Director, California Department of Education, Office of Migrant Education, 721 Capitol Mall, Sacramento, California 95814.

(83) The Interstate PASS Committee is an informal functioning committee of states using or wishing to use the PASS program. The Western Stream Team Project is acting as facilitator to the group.

(84) MERIT, contact Adrianna Simmons for further information (1301 "H" Street, Sacramento, California 95814, Phone: 916-442-4791).

(85) State of Washington, Migrant Education Secondary Credit Exchange, contact Raul de la Rosa, Olympia, Washington.

(86) Texas Migrant Interstate Program, Jesse Vela, Program Coordinator, P.O. Drawer Y, Pharr, TX 78577.

(87) ECS, Interstate Migrant Education Council, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295.

(88) Migrant Education Newsletters: Washington - Old Capitol Building MS/FG-11, Olympia, WA 98504; Oregon - Migrant Education Service

Center, 700 Church Street S.E., Administration Building, 2nd Floor, Salem, OR 97301; MEMO - Bureau of Migrant Education, Louisana Department of Education, P.O. Box 94065, Baton Rouge, LA 70804-9064; News and Views Migrant Education Programs, 257 Osborne Rd., Loudonville, NY 12211.

(89) MERLIN (Migrant Education Resource List Information Network) Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17126, Phone: 717-783-7121.

(90) Make Something Happen: Hispanics and Urban High School Reform. Volume I. National Commission on Secondary Schooling for Hispanics. Hispanic Policy Development Project, Inc., New York, New York, 1984. p. 45.

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Appendix A

Program Locations

Program Locations

Gilroy High School
750 West Tenth Street
Gilroy, California 95020
Region I, Director - Jesse Fajardo

Watsonville High School
250 East Beach Street
Watsonville, California 95076
Region XI, Director - Paul Nava

Woodland Area Office II
Migrant Child Education
510 College Street
Woodland, California 95695
Region II, Director - Tom Lugo

Woodland High School
21 North West Street
Woodland, California 95695
Region II, Director - Tom Lugo

Kofa High School
3100 Avenue A
Yuma, Arizona 85364
Migrant Coordinator - Anne Stadler

Gridley High School
300 East Spruce Street
Gridley, California 95948
Region II, Director - Tom Lugo

Yuba City High School
850 B Street
Yuba City, California 95991
Region II, Director - Tom Lugo

Sycamore Elementary (K-8)
1125 Sycamore Street
Gridley, California 95948
Region II, Director - Tom Lugo

Adelante Program (Woodland)
510 College Street
Woodland, California 95695
Region II, Area II, Director - Tom Lugo

Adelante Program (Santa Rosa)
3401-A Industrial Drive
Santa Rosa, California 95401
Region II, Area I, Director - Tom Lugo

Yo Puedo Program (San Jose)
100 Skyport Drive
San Jose, California 95110
Region I, Director - Jesse Fajardo

Yo Puedo Program (Santa Cruz)
2120 Robbinson Street
Oroville, California 95965
Region II, Director - Tom Lugo

Summer Leadership Conference
Migrant Tutorial Outreach Program
Bugbee School
Oneonta, New York 13820
Contact Person - Ed Griesmer

High School Equivalency Program (HEP)
California State University at Fresno
5241 N. Maple Avenue
Fresno, California 93740
Director - Andrew Rodarte

College Bound (Yuba City)
3340 Industrial Drive
Yuba City, California 95991
Region II, Director - Tom Lugo

College Bound (Woodland)
510 College Street
Woodland, California 95695
Region II, Director - Tom Lugo

California Mini-Corps
510 Bearcut Drive
Office Q
Sacramento, California 95814
Director, Jesse Camacho

La Familia
Sanger High School
1705 Tenth Street
Sanger, California 93657
Region IV, Director - Robert Allen

Appendix B

State Directors of Migrant Education

State Directors of Migrant Education

Alabama

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Alaska

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Arizona

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Arkansas

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California

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Colorado

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State Specialist, ECIA I, Migrant Education
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Dover, DE 19901 (302) 736-4667

District of Columbia

Mrs. Frances Henry
Director
Department of Grants Administration
415 - 12th Street, N.W. - Room 1004
Washington, D.C. 20004 (202) 724-4235

Florida

Dr. Ulysses Horne
Administrator, Federal Compensatory Education
State Department of Education
Collins Building - Room 33
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Georgia

Ms. Sarah H. Moore
Coordinator, Migrant/ESL Programs
State Department of Education
Twin Towers East
205 Butler Street SW
Atlanta, GA 30334 (404) 656-4995

Hawaii

Mr. Stafford Nagatani
Special Program Management Specialist III
Special Program Management Division
Planning & Evaluation Branch
Hawaii Department of Education
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Idaho

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State Department of Education
650 West State Street
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Illinois

Mr. A. Larry Jazo
State Migrant Director
Illinois State Board of Education
100 North First Street
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Indiana

Mr. Santiago Garcia, Jr.
Director, Division of Migrant
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Indianapolis, IN 46204 (317) 927-0140

Iowa

Mr. Paul Cahill
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Mr. Juan Rocha
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State Department of Education, Bldg., Room 230
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Kentucky

Mr. Lawrence Stamper
Division of Compensatory Education
State Department of Education
Capitol Plaza Tower - Room 1712
Frankfort, KY 40601 (502) 564-3301

Louisiana

Mr. Ronnie Glover
Director, Bureau of Migrant Education
State Department of Education
P.O. Box 94064
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Maine

Mr. Donald K. Christie
Coordinator, ECIA, Chapter I
State Department of Educational
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State House Station 23
Augusta, ME 04333 (207) 289-3541

Maryland

Mr. Ronn E. Friend
Chief, Migrant Education Branch
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State Department of Education
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Massachusetts

Mr. Daniel A. McAllister
Director, Migrant Education Program
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922 Main Street
Tewksbury, MA 01876 (617) 851-5934

Michigan

Dr. Miguel A. Ruiz
Chief, Bilingual Migrant Education
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State Department of Education
P.O. Box 30008
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Director, Migrant Education Section
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Mississippi

Mr. Sam B. Parker
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New Mexico

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Santa Fe, NM 87501 (505) 827-6534

New York

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North Carolina

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State Department of Public Instruction
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North Dakota

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Division of Elementary and
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Department of Education and
Cultural Affairs
Pierre, SD 57501 (605) 773-3218

Tennessee

Mr. Chester Hill
Chief, Federal Program Services
State Department of Education
1150 Menzler Road
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Texas

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Division of Migrant Education
Texas Education Agency
201 East 11th Street
Austin, TX 78701 (512) 834-4310

Utah

Mr. Jerry Ortega
Director, Migrant Education Program
Utah State Office of Education
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Salt Lake City, UT 84111 (801) 533-6092

Vermont

Mr. Gerard Robinson
Director, Migrant Education Program
500 Dorset Street
South Burlington, VT 05401 (802) 658-6342

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Mr. George Irby
Supervisor, Division of Compensatory Education, ECIA, Chapter 1
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Richmond, VA 23216 (804) 225-2911

Washington

Mr. Raul de la Rosa
Director, Supplementary Education Programs
Division of Instructional
  Programs and Services
Office of the Superintendent of
  Public Instruction
Old Capitol Building
Olympia, WA 98504 (206) 753-1031

West Virginia

Dr. Edward J. Moran
Assistant Director
Compensatory Education and
  Supplementary Programs
State Department of Education
Capitol Complex/Building #6, Room 252
Charleston, WV 25305 (304) 348-3368

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Dr. Myrna M. Toney
Administrator
Special Needs Section
State Department of Public Instruction
125 South Webster Street, Box 7841
Madison, WI 53707 (608) 266-2690

Wyoming

Mr. Lyle S. McIrvin
Coordinator, Program Services for
Institutionalized, Disadvantaged and Migrant
State Department of Education
Hathaway Building
Cheyenne, WY 82002 (307) 777-6239

Appendix C

Student and Program Needs Assessment Form

Staff

Name _____ Date _____ Position/Title _____

Name _____ Date _____ Position/Title _____

MIGRANT CHILD EDUCATION - REGION IX
6401 Linda Vista Road, San Diego CA 92111-7399
E.S.E.A., Title I, P.L. 93-380
Telephone: (619) 292-3791

STUDENT AND PROGRAM NEEDS ASSESSMENT
(S.A.P.N.A.)

SCHOOL _____

DISTRICT _____

1a DATE(S) WITHDRAWN MO/YR	1b RETENTION	2 STUDENT NAME	3 DATE(S) ENROLLED MO/YR	4 STATUS	5 BIRTHDATE MO/YR	6 GRADE	7 18 MOS. OLDER	8 ATTENDANCE	9 LANGUAGE PROFICIENCY	10R ACHIEVEMENT TEST SCORES * OR GRADE EQUIVALENCY * OR TEACHER APPRAISAL	11L	12M	AVAILABILITY 13 SCHOOL IMPROVEMENT	14 CHAPTER I	15 BILINGUAL SERVICES/ESL	16 SPECIAL ED.	17 MIGRANT TUTORIAL	18 MIG. CONSULT. SERVICES	19 AUDIO (2 YEARS)	20 VISION (2 YEARS)	21 PHYSICAL EXAM (3 YEARS)	22 DENTAL (1 YEAR)	PROFICIENCY TESTS 23W	24R*	25M	26 P.A.S.S.	27 G.P.A.	28 (–) CREDITS	29 (–) REQUIRED CREDITS
1																													
2																													
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		114 TOTALS																											

BEST COPY AVAILABLE

Form 688 — Migrant Educ. San Diego County Office of Educ. 3-88

BEST COPY AVAILABLE

	CAREER GOAL 30	COMMENTS 31
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UTILIZATION OF THE S.A.P.N.A.

1. When the form is read *horizontally* the S A P N A is intended to give a profile of *individual student* needs and services.
2. When read *vertically* the S.A.P.N.A. is intended to give a profile of a *group* of students, i.a., program.
3. Enter (NIA) No Information Available, or (NA) Not Applicable where appropriate.

INSTRUCTIONS FOR COMPLETING THE S.A.P.N.A.

#1a **DATES WITHDRAWN:** The month and year should be entered. Leave enough space for an additional date for students who may withdraw twice.

#1b **RETENTION:** Place (R) if student is repeating present grade level.

#2 **STUDENT NAME:** List last name first, by *school*, by *grade*.

#3 **DATES ENROLLED:** (See above - #1a) Date enrolled in school this school year.

#4 **STATUS:** Enter the appropriate Roman Numeral I-VI.

#5 **BIRTHDATE:** Enter month and year.

#6 **GRADE:** Grade Level. Enter an "O" for student who is not attending school.

#7 **18 MOS. OLDER:** Enter a (✓) or write the appropriate number of months older for a student who is 18 months older than the age grade chart indicates.

#8 **ATTENDANCE:** Enter a (✓) if poor attendance appears to affect the student's performance or if there are 20 or more days absence per year.

#9 **LANGUAGE PROFICIENCY:** Enter an (F) for Fluent English Proficient and (L) Limited English Proficient students. Enter a (T) if no test data is available and teacher opinion is being used.

#10R = Reading #11L = Language #12M = Mathematics
ACHIEVEMENT TEST SCORES. Enter a grade equivalent or percentile. If teacher appraisal is being used for either a G.E. or %, please indicate with the letter "T" before the score (i.e., T4.5).

#13a **AVAILABILITY:** Write grades in which each program is available.

#13 **SCHOOL IMPROVEMENT:** Enter a (✓) if student is receiving S.I.P. services.

#14 **CHAPTER I — Enter a (✓)** if student is receiving services.

#15 **BILINGUAL AND/OR E.S.L.:** Enter (B) if student is in a Bilingual class and/or (E) if he receives ESL services. Enter (O) if he is receiving neither.

#16 **SPECIAL EDUCATION:** Enter the correct Special Education codes if student is receiving Special Education Services.

#17 **MIGRANT TUTORIAL:** Enter a (✓) only if the student is receiving services.

#18 **MIGRANT CONSULTANT SERVICES:** See above.

#19 **AUDIO:** Enter mo/yr of student's last screening. Circle if student has not been screened within the required period.

#20 **VISION** #21 **PHYSICAL EXAMS** #22 **DENTAL** - See above.
PROFICIENCY TEST: Enter a "P" for Passed or "F" for failed.

#23L = Language #24R = Reading #25 = Mathematics

HIGH SCHOOL STUDENTS ONLY

#26 **P.A.S.S.:** Enter a (✓) if student is enrolled in the P.A.S.S. Program or any Supplementary Program to compensate for credit deficit.

#27 **G.P.A.:** Enter the student's grade point average.

#28 **(—) CREDITS:** Enter the number of credits that the student may be deficient for his present grade placement.

#29 **(—) REQUIRED COURSE CREDITS:** Enter the number of credits for *Required Courses* in which the student is deficient.

#30 **CAREER GOAL:** Enter the student's career goal.

#31 **COMMENTS:** Enter additional relevant information, such as GATE program, work experience, counseling need, etc.